DOCUMENT RESUME

ED 318 838 UD 027 434

AUTHOR Nechworth, John; And Others
TITLE Chapter I: Extended Day On-Campus/Off-Campus Program.
INSTITUTION Houston Independent School District, TX. Dept. of Research and Evaluation.
PUB DATE 90
NOTE 38p.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *After School Education; *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Enrichment Activities; Language Enrichment; Mathematical Enrichment; *Program Effectiveness; Program Evaluation; Scores; Student Attitudes; Urban Education
IDENTIFIERS Education Consolidation Improvement Act Chapter 1; *Texas (Houston)

ABSTRACT

This report examines the impact of the Chapter 1 Extended-School-Day On-Campus and Off-Campus programs on the academic achievement of students served during the 1988-89 school year in Houston (Texas). Both programs provided supplemental instruction in reading/language arts, mathematics, and English as a Second Language after the regular school day. A program description and an outline of the methodology are provided for each program. The evaluation of the On-Campus program produced the following findings: (1) Chapter 1 students performed better than the comparison group on the MAT-6 reading, language arts, and mathematics at grade levels two through five; and (2) first grade students scored below grade level on the MAT-6 reading and language subtests, and scored above grade level on the mathematics subtest. The evaluation of the Off-Campus program revealed the following findings: (1) a positive mean gain score on the MAT-6 reading test was achieved by the students at grade four, and a positive mean score on the MAT-6 language test was achieved by students at grade three; (2) students in grade one scored above grade level on the MAT-6 reading and language tests, and below grade level on the MAT-6 mathematics test; (3) parents reported that their children were helped by the program; (4) a majority of the parents participated in the program; (5) a majority of the students reported that they had been helped by the program; and (6) most students appeared to like the program. Thirteen tables are included. (JS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318838

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kathryn Sanchez
Houston Independent School District

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Chapter I:
Extended Day
On-Campus/Off-Campus Program

HOUSTON INDEPENDENT SCHOOL DISTRICT
1988–89

Houston Independent School District
Department of Research & Evaluation

Nechworth, John, M.S.
Cisneros, Elda, M.A.
Sanchez, Kathryn S., Ed.D.

Joan M. Raymond
General Superintendent

UD 027 434

BEST COPY AVAILABLE

Extended Day On-Campus

Executive Summary

Chapter 1 Extended-School-Day On-Campus Program

Final Report 1988-89
Chapter 1 Research

Program Description

This program provided supplemental instruction in reading/language arts, mathematics, and English as a Second Language after the regular school day. The Extended-School-Day program served some students who did not take part in other Chapter 1 programs during the school day. Students who were enrolled in other Chapter 1 programs were also able to take part if they demonstrated severe academic weaknesses requiring additional service. Instruction was offered to small groups of no more than 10 students. Classes were scheduled after school to provide these students with additional time on task and supplementary instruction directed at basic skills weaknesses. Four one-hour classes were offered per week. Each student received at least thirty minutes per day of direct instruction and thirty minutes divided between guided and independent practice during each one-hour class. Classes began fifteen minutes after the end of the regular school day.

The program objectives read as follows:

Objective 1: Non-LEP pupils who have participated in the Extended-School-Day program for at least 100 days will show an average NCE gain that is equal to or greater than the average NCE gain made by non-LEP students at the same educational level in non-Chapter 1 schools.

Objective 2: By the spring testing date, Limited English Proficient (LEP) students, who have participated in the Extended-School-Day program for at least 100 days will show an average gain on the California Test of Basic Skills-Español (CTBS-Español) that is equal to or better than the average gain made by LEP students in non-Chapter 1 schools.

Objective 3: Performance of first grade Chapter 1 pupils on the spring MAT-6 will be noted.

Funding Sources

The Extended-School-Day On-Campus program cost $312,697, which was 2.2% of total Chapter 1 expenditures ($14,276,293) for instructional programs. A total of 1,447 students were served at a cost of $216 per student.

Evaluation Objectives

This investigation was designed to provide answers for the following research questions:

Research Question 1: Was there a difference between the Chapter 1 students and the non-Chapter 1 comparison group in reading/language arts at grade levels 2 through 5?

Research Question 2: Was there a difference between the Chapter 1 students and the non-Chapter 1 comparison group in mathematics at grade levels 2 through 5?

Research Question 3: What was the performance of the LEP students on the initial administration of the Spanish Assessment of Basic Education (SABE) at grade levels 1 through 5?

Research Question 4: What was the performance of the first grade non-LEP students on the Metropolitan Achievement Test (MAT-6)?

Methods

Evaluation of the first research question was based upon the Normal Curve Equivalent (NCE) gain scores achieved by the Chapter 1 students in the evaluation sample. Gain scores for a comparison group will also be presented. Comparisons were made between the Chapter 1 evaluation sample and the comparison group by means of t-tests (two-tailed, significance level = .05). The other research questions were evaluated by presenting the required descriptive statistics.

Results

Research Question 1: The Chapter 1 students performed as well as the comparison group at all grade levels on the MAT-6 reading test. The Chapter 1 students performed as well as the comparison group at grades 2, 3, and 4 on the MAT-6 language test; the Chapter 1 students in grade 5 did significantly better than the comparison group. The results at grade 5 should be viewed with caution because of the small number of students in the evaluation sample at that grade level.

Research Question 2: The Chapter 1 students performed as well as the comparison group at grades 2, 4, and 5 on the MAT-6 mathematics test. In addition, the Chapter 1 students in grade 3 did significantly better than the comparison group. These results should be viewed with caution because of the small numbers of students, especially at grade 2.

Research Question 3: The Chapter 1 LEP students scored above grade level on the SABE reading test at grades 1, 2, and 3. Only one student meeting selection criteria had a score on the SABE mathematics test. Because of the small number of students in the evaluation sample, generalizations should be avoided.

Research Question 4: The Chapter 1 non-LEP first grade students scored below grade level on the MAT-6 reading and language subtests, and scored above grade level on the mathematics subtest.

Executive Summary (continued)

In Conclusion:

Objective 1 was met on the MAT-6 reading, language, and mathematics tests at all grade levels.

Objective 2 was not evaluated because the Spanish test was changed to the Spanish Assessment of Basic Education (SABE). There were no pretest scores available for this reason.

Objective 3 was met as the performance of first grade Chapter 1 pupils on the spring MAT-6 is provided.

DESIGN OF THE INQUIRY

The purpose of this inquiry was to examine the impact of the Chapter 1 Extended-School-Day On-Campus program on the academic achievement of students served during the 1988-89 school year.

The specific tasks for this inquiry were:

- To evaluate the reading/language arts and mathematics objectives for the program by comparing the academic achievement observed for students (grades 2 through 5) in the program with the achievement observed for non-Chapter 1 comparison groups in reading/language arts and mathematics.
- To obtain baseline year data for the first grade students in the program along with baseline data for Limited English Proficient (LEP) students in grades 1 through 5 on a new Spanish language achievement test.

This investigation was designed to provide answers to the following research questions:

Research Question 1: Was there a difference between the Chapter 1 students and the non-Chapter 1 comparison group in reading/language arts at grade levels 2 through 5?

Research Question 2: Was there a difference between the Chapter 1 students and the non-Chapter 1 comparison group in mathematics at grade levels 2 through 5?

Research Question 3: What was the performance of the LEP students on the initial administration of the Spanish Assessment of Basic Education (SABE) at grade levels 1 through 5?

Research Question 4: What was the performance of the first grade non-LEP students on the Metropolitan Achievement Test (MAT-6)?

MOTIVATION FOR CONDUCTING THIS STUDY

Why was this study conducted?

This investigation was conducted for the following reasons:

Federal Requirements: This report presents information collected during the 1988-89 school year as mandated by Federal guidelines. The Education Consolidation and Improvement Act of 1981 (ECIA) established the Chapter 1 program to provide supplemental remedial instruction in reading/language arts, mathematics, English as a Second Language (ESL) and bilingual education for pupils who are economically and educationally disadvantaged.

HISD Guidelines: The program guidelines from the Bureau of External Funding contained achievement objectives for Chapter 1 instructional programs. The guidelines called for the evaluation of Chapter 1 instructional programs based upon these achievement objectives. This report provides information regarding the attainment of the achievement objectives for the Extended-School-Day program.

This report evaluates the following academic objectives for the Extended-School-Day program:

The first objective reads as follows: Non-LEP pupils who have participated in the Extended-School-Day program for at least 100 days will show an average NCE gain that is equal to or greater than the average NCE gain made by non-LEP students at the same educational level in non-Chapter 1 schools.

The second objective reads as follows: By the spring testing date, Limited English Proficient (LEP) students, who have participated in the Extended-School-Day program for at least 100 days will show an average gain on the California Test of Basic Skills-Español (CTBS-Español) that is equal to or better than the average gain made by LEP students in non-Chapter 1 schools.

The third objective reads as follows: Performance of first grade Chapter 1 pupils on the spring MAT-6 will be noted.

PROGRAM DESCRIPTION

What was the Chapter 1 Extended-School-Day On-Campus program?

The following describes the Extended-School-Day On-Campus program as it was implemented during the 1988-89 school year:

Purpose: The program provided supplemental instruction in reading/language arts, mathematics, and English as a Second Language after the regular school day. The Extended-School-Day program served some students who did not take part in other Chapter 1 programs during the school day. Students who were enrolled in other Chapter 1 programs were also able to take part if they demonstrated severe academic weaknesses requiring additional service.

Number Served & Cost: The Extended-School-Day On-Campus program cost $312,697, which was 2.2% of total Chapter 1 expenditures ($14,276,293) for instructional programs. A total of 1,447 students were served at a cost of $216 per student.

Services: Instruction was offered to small groups of no more than 10 students. Classes were scheduled after school to provide these students with additional time on task and supplementary instruction directed at basic skills weaknesses. Four one-hour classes were offered per week. Each student received at least thirty minutes per day of direct instruction and thirty minutes divided between guided and independent practice during each one-hour class. Classes began fifteen minutes after the end of the regular school day.

Schools: The Extended-School-Day program was implemented at 36 Chapter 1 schools during the 1988-89 school year.

METHODS

How was this study conducted?

The students involved in this study were:

Chapter 1 Student Population: The Chapter 1 Program was implemented on the 111 campuses with the highest percentages of students in the Free Lunch program. In order for a student at one of these schools to be eligible for a Chapter 1 remedial program, the student had to meet placement criteria on an acceptable standardized test. LEP students also had to be recommended by the Language Proficiency Assessment Committee (LPAC) at their school. Students who had been retained at the end of the preceding year were eligible for Chapter 1 remediation upon the recommendation of the Promotion/Retention Committee at their school.

The following norm-referenced tests were used to place students into Chapter 1 programs.

- •The Language Assessment Scales (LAS) - oral English test for Spanish speaking first grade students
- •The Metropolitan Readiness Test - first grade students
- •The Metropolitan Achievement Test (MAT-6) - non-LEP students in grades 2 - 5
- •The Comprehensive Tests of Basic Skills - Español (CTBS-Español) - LEP students in grades 2 - 5
- •The California Achievement Test (CAT) - students with no other test scores

LEP students who were instructed primarily or entirely in English took the MAT-6.

Chapter 1 Evaluation Sample: The Chapter 1 students included in this evaluation sample were enrolled in the program for at least 100 days. Only students with MAT-6 scores for spring 88 and spring 89 were included in the evaluation of the objective. Students who were retained the previous year were not included because they took the same level test for both the pretest and the posttest. Students who were served in two Chapter 1 programs were also not included.

LEP Students: The second objective will not be evaluated because the Spanish test was changed to the Spanish Assessment of Basic Education (SABE). There were no pretest scores available for this reason.

Comparison Group: The comparison group consisted of non-LEP students from non-Chapter 1 schools at the same educational level as their Chapter 1 counterparts. These students would have been eligible to be enrolled in Chapter 1 remedial programs had they attended Chapter 1 schools.

The results of this evaluation will be reported in the following section and will be based upon gain scores.

Evaluation: The results section will present, by grade level, the gain scores achieved by the Chapter 1 students in the evaluation sample. Gain scores for the comparison group will also be presented. Comparisons (two-tailed, significance level = .05) were made between the Chapter 1 evaluation sample and the comparison group by means of t-tests (two-tailed, significance level = .05). At a given grade level, the program was considered to have met the achievement score objective if the mean normal curve equivalent (NCE) gain score for the Chapter 1 group was not significantly different from or was significantly greater than the mean gain score for the comparison group. The MAT-6 mean NCE scores for first grade non-LEP students, along with the SABE mean NCE scores for the LEP students will also be presented.

Gain Scores: A gain score is the difference, in normal curve equivalents, between a score obtained by a student at the end of the 1987-88 school year and that student's score at the end of the 1988-89 school year. For a student below grade level, a positive gain score indicates movement toward or even beyond the mean of the normative group for the norm-referenced test. A gain score of zero means that a student maintained his or her level of academic achievement relative to the normative group.

RESEARCH QUESTION 1

Was there a difference between the Chapter 1 students and a non-Chapter 1 comparison group in reading/language arts at grade levels 2 through 5?

non-LEP Students
MAT-6 Reading NCE Scores

		Grade Level				
	MAT-6	2	3	4	5	Total
Chapter 1 Group	Posttest	37.8	33.0	45.7	43.7	—
	Pretest	37.9	39.1	38.4	41.0	—
	Change	–0.1	–6.1	7.3	2.7	—
	N	5	67	55	56	183
Comparison Group	Posttest	37.4	32.4	44.2	42.5	—
	Pretest	37.6	37.6	35.6	40.9	—
	Change	–0.2	–5.2	8.6	1.6	—
	N	922	1009	1537	1276	4744
	Difference	0.1	–0.9	–1.3	1.1	—
	t - value	0.01	–0.80	–1.03	0.84	—

non-LEP Students
MAT-6 Language NCE Scores

		Grade Level				
	MAT-6	2	3	4	5	Total
Chapter 1 Group	Posttest	38.3	49.7	54.2	52.5	—
	Pretest	36.8	46.2	50.9	49.5	—
	Change	1.5	3.5	3.3	3.0	—
	N	5	67	55	56	183
Comparison Group	Posttest	39.8	44.5	51.6	47.2	—
	Pretest	37.2	43.2	49.7	48.4	—
	Change	2.6	1.3	1.9	–1.2	—
	N	922	1009	1537	1276	4744
	Difference	–1.1	2.4	1.4	4.2	—
	t - value	–0.18	1.29	0.92	2.76*	—

*$p \leq .05$

RESEARCH QUESTION 1 (continued)

Trends

- The program objective was met at all four grade levels on the MAT-6 reading test, with the Chapter 1 students performing as well as the comparison group at all grade levels.
- The program objective was met at all the four grade levels on the MAT-6 language test, with the Chapter 1 students performing as well as the comparison group at grades 2, 3, and 4. In addition, the Chapter 1 students in grade 5 did significantly better than the comparison group.
- The results at grade 5 should be viewed with caution because of the small number of students at that grade level.

RESEARCH QUESTION 2

Was there a difference between the Chapter 1 students and a non-Chapter 1 comparison group in mathematics at grade levels 2 through 5?

non-LEP Students
MAT-6 Mathematics NCE Scores

		Grade Level				
	MAT-6	2	3	4	5	Total
Chapter 1 Group	Posttest	45.2	48.4	41.9	39.0	—
	Pretest	29.8	36.9	32.9	35.7	—
	Change	15.4	11.5	9.0	3.3	—
	N	5	17	22	26	70
Comparison Group	Posttest	38.6	37.5	41.9	41.2	—
	Pretest	31.9	35.1	32.8	36.3	—
	Change	6.7	2.4	9.1	4.9	—
	N	424	484	568	660	2136
	Difference	8.7	9.1	–0.1	–1.6	—
	t - value	1.24	2.74*	–0.02	–0.69	—

*$p \leq .05$

Trends

- The program objective was met at all the four grade levels on the MAT-6 mathematics test, with the Chapter 1 students performing as well as the comparison group at grades 2, 4, and 5. In addition, the Chapter 1 students in grade 3 did significantly better than the comparison group. These results should be viewed with caution because of the small numbers of students, especially at grade 2.

RESEARCH QUESTION 3

What was the performance of the LEP students on the initial administration of the Spanish Assessment of Basic Education (SABE) at grade levels 1 through 5?

LEP Students
SABE NCE Scores

		Grade Level					
	SABE	1	2	3	4	5	Total
Reading	Mean	80.2	72.3	59.7	40.8	45.6	—
	N	19	4	9	4	9	45
Mathematics	Mean	4.0	—	—	—	—	—
	N	1	0	0	0	0	1

Trends

- The Chapter 1 LEP students scored above grade level on the SABE reading test at grades 1, 2, and 3. Only one student meeting selection criteria had a score on the SABE mathematics test. Because of the small number of students in the evaluation sample, generalizations should be avoided.

RESEARCH QUESTION 4

What was the performance of the first grade non-LEP students on their initial exposure to the Metropolitan Achievement Test (MAT-6)?

non-LEP First Grade
MAT-6 NCE Scores

	Subject		
MAT-6	Reading	Language	Mathematics
Mean	43.1	44.6	57.0
N	27	27	40

Trends

- The Chapter 1 non-LEP first grade students scored below grade level on the MAT-6 reading and language subtests, and scored above grade level on the mathematics subtest.

EXTENDED DAY OFF-CAMPUS

Executive Summary

Chapter 1 Extended-School-Day Off-Campus Program

Final Report 1988-89
Chapter 1 Research

Program Description

The program provided supplemental instruction in reading/language arts, mathematics, and computer literacy after the regular school day at Cuney Homes and the Fifth-Ward Multi-Service Center. Cuney Homes served students from Blackshear and Lockhart, while Fifth Ward served students from Bruce Elementary School. Students in this program also participated in a Chapter 1 program during the regular school day. Instruction was offered to small groups of 10 to 15 students. Students participated in either the reading/language arts program or the mathematics program. Participation in either the reading or math classes was a prerequisite to participation in the computer classes. Each student was enrolled in two one-hour classes per week in either reading/language arts or mathematics. Following each of these classes the student attended an additional one-hour period of computer drill and practice. Students also received instruction in critical thinking skills centered on those skills applicable to achievement in reading and mathematics.

The program objectives read as follows:

Objective 1: By the end of the project year, the attendance of students in off-campus extended-school-day classes will be as good or better than the attendance of students in comparable on-campus, extended-school-day classes, as indicated by a comparison of attendance rosters.

Objective 2: The participants' scores on the Spring 1988 and Spring 1989 MAT-6 Total Reading or Language scores or their Total Mathematics scores will be noted, as well as the participants' scores on the CTBS-Español or the LAS. In addition, these students' report card grades will be compared: the grade received in reading or mathematics in the six-weeks grading period preceding program participation will be compared to the grade received in the final six-weeks grading period.

Objective 3: The attitude of parents and students toward the program will have been surveyed by the end of the project year.

Funding Sources

The Extended-School-Day program cost $23,132, which was less than 1% of total Chapter 1 expenditures ($14,276,293) for instructional programs. A total of 90 students were served at a cost of $257 per student.

Evaluation Objectives

This investigation was designed to provide answers for the following research questions:

Research Question 1: What was the performance of the Chapter 1 students in reading/language arts at grade levels 2 through 5?

Research Question 2: What was the performance of the Chapter 1 students in mathematics at grade levels 2 through 5?

Research Question 3: What was the performance of the first grade non-LEP students on the Metropolitan Achievement Test (MAT-6)?

Research Question 4: Was there a difference between the attendance of students in the Extended-Day Off-Campus classes and their attendance in their regular daily classes?

Research Question 5: Was there a difference between the report card grades received by participants in reading or mathematics in the six-weeks grading period preceding program participation and the report card grades received in the final six-weeks grading period?

Research Question 6: Did the parents believe that their children were helped by the program?

Research Question 7: Did the parents report their own active participation in the program?

Research Question 8: Did the students believe that they were helped by the program?

Research Question 9: Did the students report liking the program?

Methods

Evaluation of the first three research questions were based upon the Normal Curve Equivalent (NCE) gain scores achieved by the Chapter 1 students in the evaluation sample. These research questions were evaluated by presenting the required descriptive statistics.

Research questions 4 and 5 were evaluated by using the grades and attendance figures found in the Student Master File. The attendance question was evaluated by performing a t-test comparison (two-tailed, significance level = .05) between the mean student attendance rate drawn from the Student Master File and the mean attendance rate in the Extended-Day classes as reported by program personnel. The report card grade research question was evaluated by means of a comparison between the grade received in reading or mathematics in the six-weeks grading period preceding program participation and the grade received in the final six-weeks grading period by means of a t-test (two-tailed, significance level = .05).

Executive Summary (continued)

Research questions 6 through 9 were evaluated by means of surveys of student and parental attitudes toward the Extended-Day Off-Campus program. Four general areas of interest were identified. Students were asked questions as to whether they felt that they were helped by the program. They were also asked about their feelings toward the program. Parents were asked about the program's effectiveness. They were also asked about the degree to which they were involved in the program. Student surveys were given to all students, with directions to complete and return them to their Extended-Day Coordinator. Each student was also given a parental survey and a stamped envelope addressed to the District's Research Department. Each student was asked to have one survey completed by one or both parents or adult guardian. The parental survey contained instructions as to how the parent was to complete and return the survey. Of the 89 parental surveys distributed, 28 (31%) were returned, while 66 (74%) of the student surveys were returned.

Results

Research Question 1: A positive mean gain score on the MAT-6 reading test was achieved by the Chapter 1 students at grade 4, and a positive mean gain score on the MAT-6 language test was achieved by the Chapter 1 students at grade 3. Because of the small number of students in the evaluation sample, generalizations from these results should be avoided.

Research Question 2: MAT-6 mathematics scores were available for only a small number of students at grades 3 and 4. Generalizations from these results should be avoided.

Research Question 3: Chapter 1 students in grade 1 scored above grade level on the MAT-6 reading and language tests, and below grade level on the MAT-6 mathematics test. Because of the small number of students in the evaluation sample, generalizations should be avoided.

Research Question 4: Student attendance in the Extended-Day Off-Campus program was compared to the attendance of the same students in their regular classrooms. The mean attendance rate for the program was not significantly different from the mean regular classroom attendance rate.

Research Question 5: While the average report card grades obtained in both mathematics and reading at the end of the final six week marking period were higher than those obtained for the first six weeks, the differences between the two marking periods were not significant.

Research Question 6: The parents reported that their children were helped by the program. Improved interest in school was reported by 71% of the respondents, with 68% reporting improved school behavior and 86% noting improved study habits. In addition, 79% reported that their children's grades have gone up.

Executive Summary (continued)

Research Question 7: A majority of parents responded affirmatively to questions regarding their participation in the program. For example, 64% reported having visited the program to see the class in operation. In addition, 79% reported being informed about their children's progress, with 75% reporting having discussed their children with a teacher. When asked if they wanted the program to continue, 71% reported wanting the program to continue "as-is", with another 18% wanting it to continue with some changes. No parents reported wanting to see the program come to an end.

Research Question 8: A total of 66 students responded to this question, with 67% reporting being helped "a lot" and 18% reporting being helped "a little. No students reported not being helped by the program; 15% did not respond to this question.

Research Question 9: Most students appeared to like the program, with 43% reporting liking it "a lot" and another 43% liking it "a little". When asked if they would like to come to the program next year, 77% said yes and 8% said no. In addition, 56% reported wanting the number of days they come to this program to increase, with another 38% wanting the number of days to remain the same.

In Conclusion:

Objective 1 could not be evaluated as the attendance of students in Chapter 1 classes was not available. This information is no longer recorded by Chapter 1 teachers.

Objective 2 was met as the performance of Chapter 1 pupils on the MAT-6 is provided along with the result of the report card grades research question. The CTBS-Español was not administered in the spring of 1989; none of the students in the evaluation sample took the Spanish Assessment of Basic Education (SABE).

Objective 3 was met as the results of the attitude surveys are provided.

DESIGN OF THE INQUIRY

The purpose of this inquiry was to examine the impact of the Chapter 1 Extended-School-Day Off-Campus program on the academic achievement of students served during the 1988-89 school year.

The specific tasks for this inquiry were:

- To evaluate the academic impact of the program by comparing the academic achievement observed for students (grades 2 through 5) in the program with the achievement observed for non-Chapter 1 comparison groups in reading/language arts and mathematics.
- To evaluate the program objectives regarding attendance, report card grades, and parental and student attitudes.
- To obtain baseline year data for the first grade students in the program along with baseline data for Limited English Proficient (LEP) students in grades 1 through 5 on a new Spanish language achievement test.

This investigation was designed to provide answers to the following research questions:

Research Question 1: What was the performance of the Chapter 1 students in reading/language arts at grade levels 2 through 5?

Research Question 2: What was the performance of the Chapter 1 students in mathematics at grade levels 2 through 5?

Research Question 3: What was the performance of the first grade non-LEP students on the Metropolitan Achievement Test (MAT-6)?

Research Question 4: Was there a difference between the attendance of students in the Extended-Day Off-Campus classes and their attendance in their regular daily classes?

Research Question 5: Was there a difference between the report card grades received by participants in reading or mathematics in the six-weeks grading period preceding program participation and the report card grades received in the final six-weeks grading period?

Research Question 6: Did the parents believe that their children were helped by the program?

DESIGN OF THE INQUIRY (continued)

Research Question 7: Did the parents report their own active participation in the program?

Research Question 8: Did the students believe that they were helped by the program?

Research Question 9: Did the students report liking the program?

MOTIVATION FOR CONDUCTING THIS STUDY

Why was this study conducted?

This investigation was conducted for the following reasons:

Federal Requirements: This report presents information collected during the 1988-89 school year as mandated by Federal guidelines. The Education Consolidation and Improvement Act of 1981 (ECIA) established the Chapter 1 program to provide supplemental remedial instruction in reading/language arts, mathematics, English as a Second Language (ESL) and bilingual education for pupils who are economically and educationally disadvantaged.

HISD Guidelines: The program guidelines from the Bureau of External Funding contained objectives for Chapter 1 instructional programs. The guidelines called for the evaluation of Chapter 1 instructional programs based upon these objectives. This report provides information regarding the attainment of the objectives for the Extended-School-Day program.

This report evaluates the following academic objectives for the Extended-School-Day program:

The first objective reads as follows: By the end of the project year, the attendance of students in off-campus extended-school-day classes will be as good or better than the attendance of students in comparable on-campus, extended-school-day classes, as indicated by a comparison of attendance rosters.

The second objective reads as follows: The participants' scores on the Spring 1988 and Spring 1989 MAT-6 Total Reading or Language scores or their Total Mathematics scores will be noted, as well as the participants' scores on the CTBS-Español or the LAS. In addition, these students' report card grades will be compared: the grade received in reading or mathematics in the six-weeks grading period preceding program participation will be compared to the grade received in the final six-weeks grading period.

The third objective reads as follows: The attitude of parents and students toward the program will have been surveyed by the end of the project year.

PROGRAM DESCRIPTION

What was the Chapter 1 Extended-School-Day Off-Campus program?

The following describes the Extended-School-Day Off-Campus program as it was implemented during the 1988-89 school year:

Purpose: The program provided supplemental instruction in reading/language arts, mathematics, and computer literacy after the regular school day at Cuney Homes and the Fifth-Ward Multi-Service Center. Cuney Homes served students from Blackshear and Lockhart, while Fifth Ward served students from Bruce Elementary School. Students in this program also participated in a Chapter 1 program during the regular school day.

Number Served & Cost: The Extended-School-Day program cost $23,132, which was less than 1% of total Chapter 1 expenditures ($14,276,293) for instructional programs. A total of 90 students were served at a cost of $257 per student.

Services: Instruction was offered to small groups of 10 to 15 students. Students participated in either the reading/language arts program or the mathematics program. Participation in either the reading or math classes was a prerequisite to participation in the computer classes. Each student was enrolled in two one-hour classes per week in either reading/language arts or mathematics. Following each of these classes the student attended an additional one-hour period of computer drill and practice. Students also received instruction in critical thinking skills centered on those skills applicable to achievement in reading and mathematics.

METHODS

How was this study conducted?

The students involved in this study were:

Chapter 1 Student Population: The Chapter 1 Program was implemented on the 111 campuses with the highest percentages of students in the Free Lunch program. In order for a student at one of these schools to be eligible for a Chapter 1 remedial program, the student had to meet placement criteria on an acceptable standardized test. LEP students also had to be recommended by the Language Proficiency Assessment Committee (LPAC) at their school. Students who had been retained at the end of the preceding year were eligible for Chapter 1 remediation upon the recommendation of the Promotion/Retention Committee at their school.

The following norm-referenced tests were used to place students into Chapter 1 programs.

- The Language Assessment Scales (LAS) -oral English test for Spanish speaking first grade students
- The Metropolitan Readiness Test - first grade students
- The Metropolitan Achievement Test (MAT-6) - non-LEP students in grades 2 - 5
- The Comprehensive Tests of Basic Skills - Español (CTBS-Español) - LEP students in grades 2 - 5
- The California Achievement Test (CAT) - students with no other test scores

LEP students who were instructed primarily or entirely in English took the MAT-6

Chapter 1 Evaluation Sample: The Chapter 1 students included in this evaluation sample were enrolled in the program for at least 100 days. Only students with MAT-6 scores for spring 88 and spring 89 were included in the evaluation of the objective. Students who were retained the previous year were not included because they took the same level test for both the pretest and the posttest. Most of these students were served in other Chapter 1 instructional programs.

LEP Students: The second objective was not evaluated because the Spanish test was changed to the Spanish Assessment of Basic Education (SABE). There were no pretest scores available for this reason. There were no LEP students found in the evaluation sample.

The results of this evaluation will be reported in the following section and will be based upon gain scores.

Academic Evaluation: The results section will present, by grade level, the gain scores achieved by the Chapter 1 students in the evaluation sample. Because a large number of students in this program were served in a second Chapter 1 program, results for these students will be presented. The MAT-6 mean NCE scores for first grade non-LEP students will also be presented. LAS scores were not available at the time that this report was prepared.

Gain Scores: A gain score is the difference, in normal curve equivalents, between a score obtained by a student at the end of the 1987-88 school year and that student's score at the end of the 1988-89 school year. For a student below grade level, a positive gain score indicates movement toward or even beyond the mean of the normative group for the norm-referenced test. A gain score of zero means that a student maintained his or her level of academic achievement relative to the normative group.

Report Card Grades: The report card grades used to answer research question 5 (Was there a difference between the report card grades received by participants in reading or mathematics in the six-weeks grading period preceding program participation and the report card grades received in the final six-weeks grading period?) were taken from the Student Master File. A comparison were made between the grade received in reading or mathematics in the six-weeks grading period preceding program participation and the grade received in the final six-weeks grading period by means of a t-test (two-tailed, significance level = .05).

Attendance Rates: Participant attendance in the program was taken from service rosters maintained by the Extended-Day teachers. Attendance figures for the regular Chapter 1 program classes were not available. In order to gain some measure of program attendance, a t-test comparison (two-tailed, significance level = .05) was made between participant attendance in the program and their regular classroom attendance taken from the Student Master File.

SURVEY DESIGN & COLLECTION

What issues were to be addressed? Who were the subjects for this study? How many questionnaires were returned?

Purpose: A survey of student and parental attitudes toward the Extended-Day Off-Campus program was called for by the program objectives. Four general areas of interest were identified. Students were asked questions as to whether they felt that they were helped by the program. They were also asked about their feelings toward the program. Parents were also asked about the program's effectiveness. They were also asked about the degree to which they were involved in the program. Two surveys, one for program participants' and one for their parents, were designed to address Research Questions 7 through 10.

Sampling Plan: In March, surveys were sent to the Extended-Day Coordinators for Fifth Ward and Cuney Homes. At that time, there were 89 students participating in the program. Student surveys were given to all 89 students, with directions to complete and return them to their Extended-Day Coordinator. Each student was also given a parental survey and a stamped envelope addressed to the District's Research Department. Each student was asked to have one survey completed by one or both parents or adult guardian. The parental survey contained instructions for how the parent was to complete and return the survey.

Response: Of the 89 parental surveys distributed, 28 (31%) were returned, while 66 (74%) of the student surveys were returned.

RESEARCH QUESTION 1

What was the performance of the Chapter 1 students in reading/language arts at grade levels 2 through 5?

non-LEP Students
MAT-6 Reading NCE Scores

		Grade Level				
	MAT-6	2	3	4	5	Total N
Chapter 1 Group	Posttest	28.1	17.9	33.4	29.9	—
	Pretest	37.4	29.4	31.1	38.2	—
	Change	–9.3	–11.5	2.3	–8.3	—
	N	6	6	12	9	33

non-LEP Students
MAT-6 Language NCE Scores

		Grade Level				
	MAT-6	2	3	4	5	Total N
Chapter 1 Group	Posttest	33.4	30.3	43.0	39.4	—
	Pretest	39.1	27.2	46.3	46.1	—
	Change	–5.7	3.1	–3.3	–6.7	—
	N	6	6	12	9	33

Trends

- A positive mean gain score on the MAT-6 reading test was achieved by the Chapter 1 students at grade 4. Because of the small number of students in the evaluation sample, generalizations from these results should be avoided.

- A positive mean gain score on the MAT-6 language test was achieved by the Chapter 1 students at grade 3. Because of the small number of students in the evaluation sample, generalizations from these results should be avoided.

RESEARCH QUESTION 2

What was the performance of the Chapter 1 students in mathematics at grade levels 2 through 5?

non-LEP Students
MAT-6 Mathematics NCE Scores

		Grade Level				
	MAT-6	2	3	4	5	Total N
Chapter 1 Group	Posttest	—	39.3	32.3	—	—
	Pretest	—	38.7	37.4	—	—
	Change	—	0.6	-5.1	—	—
	N	—	4	6	—	10

Trends

- MAT-6 mathematics scores were available for only a small number of students at grades 3 and 4. Generalizations from these results should be avoided.

RESEARCH QUESTION 3

What was the performance of the first grade non-LEP students on the Metropolitan Achievement Test (MAT-6)?

non-LEP First Grade
MAT-6 NCE Scores

	Subject		
MAT-6	Reading	Language	Mathematics
Mean	57.6	53.4	38.1
N	8	8	5

Trends

- Chapter 1 students in grade 1 scored above grade level on the MAT-6 reading and language subtests. Because of the small number of students in the evaluation sample, generalizations should be avoided.

RESEARCH QUESTION 4

Was there a difference between the attendance of students in the Extended-Day Off-Campus and their attendance in their regular daily classes?

Student attendance in the Extended-Day Off-Campus program was compared to the attendance of the same students in their regular classrooms (N = 90). The mean attendance rate for the program, 85.7%, was no different from the mean regular classroom attendance rate of 90.6% ($t = 1.72$, $\alpha = .089$).

RESEARCH QUESTION 5

Was there a difference between the report card grades received by participants in reading or mathematics in the six-weeks grading period preceding program participation and the report card grades received in the final six-weeks grading period?

Report Card Grade Comparisons for the Extended-Day Off-Campus Program

Time Period	Mean Grade	Difference	t-value	p-value/two-tailed
MATH	N = 85	0.7	1.12	N.S.
Last six weeks	76.0	—	—	—
First six weeks	75.3	—	—	—
READING	N = 85	0.5	0.81	N.S.
Last six weeks	75.1	—	—	—
First six weeks	74.6	—	—	—

Trends

- While the average report card grade obtained in mathematics at the end of the final six week marking period was higher than that obtained for the first six weeks, the difference between the two grades was not significant.
- While the average report card grade obtained in reading at the end of the final six week marking period was higher than that obtained for the first six weeks, the difference between the two grades was not significant.

RESEARCH QUESTION 6

Did the parents believe that their children were helped by the program?

The following percentages are based on 28 respondents to a parental attitudes questionnaire regarding the Extended-Day Off-Campus program.

Parental Responses to Survey Questions

As a result of attending this program, my child's	Improved	Declined	Not Changed	No Comment
interest in school has	71%	4%	21%	4%
behavior in school has	68%	0	32%	0
grades at school have	79%	7%	14%	0
study habits have	86%	0	11%	4%

Trends

- The parents reported that their children were helped by the program. Improved interest in school was reported by 71% of the respondents, with 68% reporting improved school behavior and 86% noting improved study habits. In addition, 79% reported that their children's grades have gone up.

RESEARCH QUESTION 7

Did the parents report their own active participation in the program?

The following presents questions and responses to questions on a parental questionnaire regarding the Extended-Day Off-Campus program. The percentages are based on 28 respondents.

The purpose of this program...

has been fully explained to me.	43%
has been briefly explained to me.	43%
has never been explained to me.	14%

I have been informed about my child's progress, problems, etc. in this program.

Once	54%
More than once	25%
Never	21%

I have talked about my child's progress, problems, etc. with a teacher in this program.

Once	57%
More than once	18%
Never	25%

I have visited the program to see the classes in operation.

Once	57%
More than once	7%
Never	36%

I have learned how to help my child with his/her school work.

Yes	54%
No	14%
I am not sure	32%

I want the program...

to continue as it is next year.	71%
to continue with some changes next year	18%
to discontinue next year.	0%
no comment	11%

RESEARCH QUESTION 7 (continued)

Trends

- A majority of parents responded affirmatively to questions regarding their participation in the program. For example, 64% reported having visited the program to see the class in operation. In addition, 79% reported being informed about their children's progress, with 75% reporting having discussed their children with a teacher.

- When asked if they wanted the program to continue, 71% reported wanting the program to continue "as-is", with another 18% wanting it to continue with some changes. No parents reported wanting to see the program come to an end.

RESEARCH QUESTION 8

Did the students believe that they were helped by the program?

The students were asked the following question:

> Do you think this program has helped you to do better in school?

A total of 66 students responded to this question, with 67% reporting being helped "a lot" and 18% reporting being helped "a little. No students reported not being helped by the program; 15% did not respond to this question.

RESEARCH QUESTION 9

Did the students report liking the program?

The following presents questions and responses to questions on a student questionnaire regarding the Extended-Day Off-Campus program. The percentages are based on 66 respondents.

How much do you like this program?

a lot	43%
a little	43%
don't like it	14%

Would you like to come to this program next year?

Yes	77%
No	8%
I am not sure	14%
no comment	2%

Would you like the number of days you come to this program to...

increase	56%
decrease	6%
remain as it is	38%

Trends

- Most students appeared to like the program, with 43% reporting liking it "a lot" and another 43% liking it "a little".
- When asked if they would like to come to the program next year, 77% said yes and 8% said no. In addition, 56% reported wanting the number of days they come to this program to increase, with another 38% wanting the number of days to remain the same.